DOCUMENT RESUME

ED 364 541 SP 034 911

AUTHOR Rancifer, Jesse L.
TITLE Effective Classroom Management: A Teaching Strategy for a Maturing Profession.
PUB DATE Oct 93
NOTE 15p.; Paper presented at the Annual Conference of the Southeastern Regional Association of Teacher Educators (40th, Nashville, TN, October 27-30, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Beginning Teachers; *Classroom Techniques; *Discipline Policy; Elementary Secondary Education; Job Satisfaction; Literature Reviews; *Student Behavior; *Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS *Experienced Teachers

ABSTRACT

When beginning or experienced teachers lack control over pupils in their classrooms, they do not experience job satisfaction and become increasingly ineffective in their classroom work. Based on a review of the literature, this paper provides: (1) practical, workable strategies to assist experienced and inexperienced teachers to become more effective in the classroom, to experience more job satisfaction, and to maintain or gain greater control over their students; and (2) effective classroom strategies associated with the behavior of effective teachers when they establish and maintain order, promote appropriate student behavior, and facilitate effective and efficient instruction and learning. Strategies that teachers should practice are covered in three phases: (1) before school opens and the first day of school; (2) the first 3 weeks of class; and (3) throughout the year. In addition, the eight most frequently selected classroom managerial strategies are listed, and a cluster of major advocated strategies are outlined under the following headings: authoritarian, behavior modification, group process, instructional, and socioemotional. A classroom management option form for students is appended. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 541

EFFECTIVE CLASSROOM MANAGEMENT: A TEACHING STRATEGY FOR A MATURING PROFESSION

by

Dr. Jesse L. Rancifer
Associate Professor
Administration and Secondary Education
University of Central Arkansas
U.C.A. Box 4917
201 Donaghey Avenue
Conway, AR 72035-0001

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. L. Rancifer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

40th
Annual Conference
Southeastern Regional
Association of Teacher Educators
October 27-30, 1993
Stouffer Hotel
Nashville, TN

S/034911

BEST COPY AVAILABLE

EFFECTIVE CLASSROOM MANAGEMENT: A TEACHING STRATEGY FOR A MATURING PROFESSION

Throughout teaching from the beginning to the present, teachers have been expected to maintain appropriate order in their teaching environment. That is a classroom environment conducive for teaching and student learning, which is a classroom environment where teachers can teach and students can learn.

It has always been the perceived responsibility of the teacher to maintain good student behavior in the classroom at the level needed for an orderly learning environment. According to Amos and Orem (1967) parents, children, school administrators, teachers themselves, respect the teacher who is able to maintain standards of behavior at the level needed for orderly learning. More and more teachers, however, are loosing or have lost the respect of these significant groups because they lack the skill to maintain order in the classroom conducive for each student to learn.

Once the teacher's classroom management skills become ineffective and the teacher does not correct the problem, the instructional setting becomes increasingly more difficult to manage and the job becomes less satisfying. These teachers tend to develop a reputation that always precedes them in the student "grapevine" world. As a consequence, the students of ineffective classroom managers pass on the inappropriate student behavior to other students assigned to this teacher and the problem continues to expand from one class to the next class.

For this reason, some students who have not been taught by a particular teacher, begin day one misbehaving in an ineffective manager's classroom. The remaining students, who are inclined to misbehave, begin day one to study the behavior of ineffective classroom managing

teachers. They misbehave to determine just what the teacher will do. When they find out that nothing will happen to them that they value, they continue to expand their misbehaving in the classroom.

Experienced teachers need effective classroom management skills. Wayson and Pinnell (1983) reported that Donald Cruickshank and Betty Myers in their study of teachers' typical problems, found that discipline and control are considered major problems by teachers in all kinds of schools and communities, in all types of classes, and across all levels of age and preparation.

Control over pupils in the classroom has always been a mainstay of teachers. Amos and Orem (1967) reported that control over a pupil is a factor of most importance and it was frequently mentioned by teachers "at all periods of experience" and by principals. Thus it is control over pupils that help beginning and experienced teachers to be effective in the classroom. When beginning or experienced teachers lack control over pupils in their classrooms, they do not experience job satisfaction. As a consequence, they become increasingly more ineffective in their classroom work. So, the basic question is how can inexperienced and experienced teachers maintain or gain greater control over their pupils in the classroom.

In addition, a lack of effective classroom management skills continues to cause a significant number of young and matured teachers to leave the profession of teaching. This paper will give practical, workable strategies to assist these teachers to become more effective in the classroom and experience more job satisfaction.

Ideas from the literature

For the purpose of this paper, ideas from the literature will cover effective classroom management strategies in three (3) phases. These phases are: (1) Before school opens and the first day (2) The first three weeks of class and (3) throughout the year.

Before school opens and the first day

Effective classroom managers spend time planning for teaching before school opens and perform certain activities the first day of school. Teachers must plan for their presence in the classroom. As Waller (1932) stated a long time ago, the first day of school or the first meeting of class, is all important in determining the success or failure of the school year. But success in the classroom must be planned before the first day of class. For instance, the teacher must develop learning enrichment activities to complement textbook exercises and procedures to achieve appropriate student classroom behaviors before the first day of school. Emmer, Evertson, and et al. (1989) reported that before you plan classroom activities for the first week, you need to have your room and materials ready and to have identified your rules procedures, and consequences. Emmer, Evertson, and et al. (1989) also report that the planning activities for the first day should include the following: (1) procedures obtaining books and textbooks and checking out to students (2) required paper work (3) class rosters (4) seating assignments (5) first-week bell schedule (6) tardiness during the first day of classes (7) administrative tasks (8) rules (9) course requirements and (10) time fillers.

Classroom Management in a low SES Junior High School was studied by Sanford and Evertson (1985). They found that effective teacher managers on the first day: (1) Spent more

time (21 minutes) discussing classroom rules and procedures (2) gave their students seatwork the first day and (3) positioned himself/herself so the whole class could be monitored.

First Three Weeks

It appears during the first few days of a teacher's class the students use that time to study the behavior of the teacher. For instance, Allen (1986) reported that figuring out the teacher is a strategy used by students during the first few days of each class. He also stated that the strategy was used to figure out what the teacher was like, the teacher's limits for socializing, and the requirements for passing the course.

Sanford and Evertson (1985), who studied the classroom activities of effective teacher managers in a low SES minority junior high school, during the first three weeks, found these teachers used organization and management strategies in eight categories. These categories were as follows: (1) Teaching rules and procedures (2) consistent enforcement and feedback (3) clarity (4) knowledge (5) students' accountability for their work (6) time use (7) standards for students' behavior and (8) maintaining leadership role.

Throughout the year

After using three (3) weeks to set classroom organization and management strategies, the effective teacher manager must continue to use the same teaching and classroom management strategies used at the beginning of the year. Effective teacher managers maintain a high level of student cooperation, appropriate behavior, and task orientation in class. Sanford and Evertson (1985), Emmer, Evertson, and et al. (1989).

Effective teacher managers use a wide range of classroom management strategies throughout the year. Weber (1985) in a study of 163 experienced, knowledgeable elementary and secondary teachers found that the eight most frequently selected classroom managerial strategies were:

(1) using positive reinforcement (94.5%)

(2) applying logical consequences (91.4%)

(3) establishing and maintaining group cohesiveness (84.7%)

(4) establishing and maintaining productive group norms (80.4%)

(5) exhibiting unconditional positive regard (79.1%)

(6) using time out and extinction (77.3%)

(7) employing problem-solving classroom meetings (63.2%)

(8) establishing clear expectations and enforcing rules (60.1%)

Weber and Roff (1983) in a review of teacher education literature on classroom management found 62 major strategies that were clustered according to 8 categories. Weber's major advocated strategies identified in 5 categories are:

(1) Authoritarian strategies

(a) establishing and enforcing rules - the teacher sets limites by telling the student what is expected of him or her and why.

(b) issuing commands, directions, and orders - a statement used to tell the student that s/he is supposed to do something the teacher wants the student to do.

(c) utilizing mild desists/mild reprimand - a brief statement of disapproval that describes what is wrong and what should bedone about it in a tone that is nonthreatening.

(d) utilizing proximity control - teacher moves closer to a student whom the teacher sees misbehaving or whom the teacher believes is on the verge of misbehaving.

(2) Behavior Modification Strategies

(a) utilizing positive reinforcement - the introduction of a reward. Teachers are encouraged to reinforce appropriate student behavior and avoid reinforcing inappropriate student behavior.

(b) utilizing praise and encouragement - the approval of the teacher is a powerful influence on a student's classroom behavior. Praise conveys approval, encouragement conveys acceptance.

(c) utilizing modeling - a process of teaching through example that produces learning through imitation.

(d) utilizing shaping - requires the student to perform a series of misbehaviors that approximate the desired behavior.

(e) utilizing token economy systems - the teacher used tokens to reinforce students for desired behaviors (tokens exchanged for a variety of rewards).

(f) utilizing contingency contracting - an agreement between the teacher and student that states the teacher will provide the student a specified reward for a specified behavior.

(g) utilizing group contingencies - punishment that each student receives depend not only on his or her own behavior, but also on the behavior of the group.

(h) reinforcing incompatible alternatives - rewards a behavior that cannot coexist with the disruptive behavior the teacher wishes to eliminate.

(i) utilizing self-monitoring - the student records some aspect of his or her behavior in order to modify that behavior.

(j) utilizing cues, prompts, and signals - a reminder given by the teacher when the student needs to be reminded either to behave in a certain way or to refrain from behaving in a certain way.

(k) utilizing negative reinforcement - the teacher arranges to remove or terminate something the student dislikes when and only when the student behaves appropriately.

(l) administering punishment - any consequence the student finds unpleasant or painful.

(m) utilizing overcorrection - student is required to restore the environment to a better condition than existed before disruptiveness.

(n) utilizing response cost - a procedure in which a specified reward is removed following an inappropriate behavior.

(o) utilizing negative practice - repeatedly perform that behavior until it becomes punishing.

(p) utilizing satiation/saturation - process of presenting a reinforcement stimulus at such a high rate that it is no longer desirable.

(q) utilizing extinction - purposefully not reinforcing a behavior that has been previously reinforced.

(r) utilizing fading - the teacher gradually eliminates the cues and prompts for a given kind of behavior.

(s) utilizing time-out - isolating a disruptive student for a short period of time following an inappropriate behavior.

(3) Group Process Strategies

(a) exhibiting withitness behaviors - ability to be observant of and attentive to what is going on in the classroom.

(b) exhibiting overlapping behaviors - attending to more than one issue at the same time.

(c) maintaining group focus - teacher keeps all members of the classroom group actively involved, alert, and accountable for their performance.

(d) fostering reasonable, clearly understood expectations - understandings the teacher and the students hold regarding relationships to one another.

(e) sharing leadership - encourage students to assist in carrying out those functions that help a group achieve its goals and objectives.

(f) establishing and maintaining group morale - the extent to which group members experience satisfaction from the total school situation.

(g) developing cooperation - encourage cooperation rather than competition in order to facilitate a classroom atmosphere that fosters learning.

(h) fostering group cohesiveness - the feeling of belongingness that students have about their classroom group as a whole.

(i) promoting productive group norms - shared expectations of how members of a group should act in the group.

(j) employing classroom meetings - students attempt to solve a group problem with the guidance of the teacher.

(k) employing role playing - a few students assume roles and act out a situation while the rest of the class observes.

(4) Instructional Strategies

(a) establishing classroom routines - first encounter with a classroom group, help students understand what they are to do with regard to typical daily activities.

(b) employing Effective Movement Management - able to move students smoothly from one activity to the next and to maintain momentum within an activity.

(c) planning and modifying the classroom environment - cheerful and orderly organized so as to maximize productively and minimize misbehavior.

(5) Socioemotional Climate Strategies

(a) fostering positive Interpersonal relationships - facilitation of significant learning is highly dependent upon the nature of the relationship between the teacher and the student - the facilitator and the learner.

Over the many years of work with young people, several forms have been developed to help control the behavior of pupils. Englert (1992) developed a Discipline Option Form. This form perhaps holds promise as a tool to assist the teacher or administrator in achieving appropriate student behavior. The procedure for using the form involved assigning the normal discipline for an offense with the stipulation that this consequence can be reduced by completing the Discipline Option. This form as developed by Englert has been changed by the writer of this paper to make it more appropriate as a tool for classroom management (see attached Classroom Management Option Form.

Summary

The intent of this paper was to provide workable, practical effective classroom management strategies that would assist a maturing profession of teachers or any teacher to

experience more job satisfaction. This summary, therefore, identifies classroom management strategies associated with the behavior of effective teachers when they establish and maintain order, promote appropriate student behavior, and facilitate effective and efficient instruction and learning. Thus, the strategies that teachers should practice to be effective classroom managers are as follows:

Before School Opens:

(1) Review textbooks for each course assigned and outline course content.

(2) Develop assignment homework sheets from easy (75% activities all students can do) to more difficult for all chapters or most sections in textbook.

(3) Develop several short time filler exercises to reinforce and review many concepts taught in the various chapters throughout textbook.

(4) Develop a student profile of each student on roster. Example: Name, address, phone no., DOB, father & mother or guardian, home and work phone no., best subjects, hobbies, extra-curricular activities, and etc.

(5) Develop classroom rules and procedures and post where each student can see.

(6) Arrange classroom for orderly movement and easy convenient teacher observation of each student.

First Day of School

(1) Introduce yourself to class briefly and tell them a few things about you that they ordinarily would not know.

(2) Ask each student in each of your classes to introduce themselves to other members of the class and tell the class a few things about themselves that others would not ordinarily know.

(3) Review course outline, grading scale, assignments, and give a complete overview of the course.

(4) Discuss classroom rules and procedures (take at least 20 minutes).

(5) Teach a short lesson and give guided seatwork.

(6) Give a short homework assignment that all students can experience success.

Throughout the Year

(1) Continue to teach and enforce classroom rules and procedures.

(2) Apply the use of positive and negative reinforcement.

(3) Consistent application of logical consequences for the violation of classroom rules and procedures.

(4) Teach on their feet, using the whole classroom and proximity control.

(5) Use praise and encouragement.

(6) Use time-out.

(7) Exhibit a withitness behavior.

(8) Foster reasonable clearly understood expectations.

(9) Foster positive interpersonal relationships.

(10) Use contingency contracting.

(11) Use Classroom Management Option Form

Classroom Management Option Form

Name_____ Subject_____ and/or Grade_____

Instructor_____ Period_____

Select 1-3 of the areas for improvement and write your plan to implement the strategy that has been discussed.

Areas for Improvement

_____respect for others

_____completing homework

_____bringing needed materials to class

_____thinking before you speak

_____thinking before you act

_____following classroom rules

_____obeying school rules

_____listening carefully when the teacher/student is speaking

_____keeping your hands to yourself

Student's Plan for Improvement

_____

_____

_____

_____

Student's signature_____ Parent's signature_____

Please complete the form and return by _____19___ to reduce the consequences

References

Allen, James D. Classroom Management: Student's Perspectives, Goals, and Strategies American Educational Research Journal, Fall 1986

Amos, W. E. and Orem, R. C. Managing Student Behavior St. Lois, MO, Warren H. Green, Inc., 1967

Emmer, E. T., Evertson, C. M., Sanford, J. P., Clements, B. S., and Worsham, M. E. Classroom Management for Secondary Teachers Boston, Allyn and Bacon, 2nd. Ed., 1989

Emmer, E. T., Evertson, C. M. Effective Classroom Management at the Beginning of the School Year in Junior High Classes Research and Development Center for Teacher Education, The University of Texas, Austin TX, 1980

Englert, W. J. Jr. Plan for Improvement--A Discipline Option to Treat the Symptom Schools in the Middle, NASSP, Fall 1992

Sanford, J. P. and Evertson, C. M. Classroom Management in a Low SES Junior High Research and Development Center for Teacher Education, The University of Texas at Austin, 1985

Sanford, J. P. and Evertson, C. M. Classroom Management in Low SES Junior High: Three Case Studies Effective Classroom Management, Ed. by Deborah B. Strother, Phi Delta Kappa, CEDR, 1985

Waller, W. The Sociology of Teaching New York, NY: John Wiley and Sons, 1932

Wayson, W. W. Creating Schools That Teach Self-Discipline Synergetic Development Inc., Phi Delta Kappa, International, 1983

Weber, W. A., Roff, L. A., Crawford, J., Robinson, C. Classroom Management--Reviews of the Teacher Education and Research Literature Princeton, New Jersey, Educational Testing Service, March 1983

Weber, W. A. Teacher Perceptions of Effective Classroom Management Strategies ERIC, No. 204311, 1981